RICE HUMANITIES
Center for Languages and Intercultural Communication

SPAN 322: ADVANCED SPANISH II
INTERCULTURAL COMMUNICATION
SPRING 2022

SYLLABUS

SECTION 003 **11:00-11:50AM** **MWF** **Keck Hall 107**

Instructor: Claudia García-Rueda
Office: 223 Rayzor Hall
Office hours: By appointment
Email: cg49@rice.edu

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@clicrice

Pre-requisites: SPAN 321 (formerly 301) OR placement in 322 by the Spanish Placement Test OR Rice equivalent transfer credit

RECOMMENDED REFERENCE BOOK: Whitley, M. Stanley & Luis González. *Gramática para la composición*. 2nd. Edition. Georgetown University Press: Washington, D.C., 2015.

COURSE DESCRIPTION AND OBJECTIVES

As the second course in our Advanced Spanish sequence for CLIC, students can expect that instructors will guide them in:

- developing communicative and interactional skills through language analysis and language use,
- critical-thinking through the study of linguistic, social, and cultural aspects of the Spanish language, and
- becoming aware of the structural, conceptual, social, and cultural aspects associated with the Spanish language.

SPAN 322 is designed to further develop speaking, listening, writing, and reading skills at an advanced level while enhancing grammar knowledge. This course offers students the opportunity to work with moderately complex registers in all four language skills while acquiring linguistic and cultural competence and awareness. Additionally, students should continue to work towards more natural abilities with the language which will allow more fluid interactions with native speakers. Students will learn how to distinguish the linguistic needs for different advanced contexts and develop the necessary skills to communicate clearly and in an organized manner as such contexts require. Lastly, this course will also help deepen the knowledge of the histories and cultural production of Spanish-

speaking regions and develop cultural competence particularly with regards to the Special Topic assigned.

SPECIAL TOPIC: INTERCULTURAL COMMUNICATION

This course is recommended for students interested in developing skills for cross-cultural and cross-linguistic communication in Spanish. The course will allow students to expand critical thinking and communicative competence in Spanish. The aspects to be explored in this course include analysis of cultural information, cultural practices, cultural perspectives, self-awareness of students' own culture, among others. Special attention will be given to the study of various modes of cultural expression and discourses in Spanish and how cultural values and systems may be embodied in a variety of authentic documents.

COURSE OUTCOMES: By the end of the semester, students should be able to do the following:

Listening

- Work with extended speech and follow more complex lines of argument and structures, especially with topics related to the contents of the class.
- Become familiar with various forms of media in standard Spanish related to the main topics of the class with increased accuracy.
- Understand authentic varieties of spoken language related to the main topics of the class with increased accuracy.

Reading

- Read and analyze different styles of specialized articles, news, reports and other texts related to the topics of the class with accuracy.
- Read long narrative texts such as a chapter in a novel.
- Write critical responses to complex reading texts.

Speaking (interaction)

- Interact with a high degree of fluency and spontaneity that makes a regular conversation with native speakers natural in both a casual and a professional environment.
- Formulate ideas and opinions with precision, relating contributions skillfully to those of other speakers.

Speaking (production)

- Present the topics related to the class in a formal and complex, yet effective way.
- Describe content and issues about the topics related to the class in a detailed and well-structured way.
- Be linguistically and culturally appropriate when speaking about the same topic in different social contexts.

Writing

- Write clear, detailed, and well-structured texts with the use of more complex vocabulary, connectors and expressions, on topics related to the class in a formal way or a style appropriate to the reader in mind.
- Write professional documents related to the field or fields studied in class in an efficient way, when appropriate for the course's topic.

Intercultural Learning

- Compare and contrast their own culture through the analysis of the different Spanish-speaking cultures.
- Apply knowledge and critical thinking to proposed cultural issues and use diverse frames of reference to address problems.
- Communicate and connect with people in other communities and in various environments with cultural awareness.
- Develop an informed critical awareness and understanding of cultural differences, similarities and ambiguities in relation to the Spanish-speaking world.

ONLINE DELIVERY FORMAT AND HEALTH STATEMENT

We acknowledge the seriousness of the global and national current situation in regards to the COVID-19 pandemic. Because of it, our course will be offered in an online delivery format for at least the first two weeks. I ask for your cooperation and patience while we navigate through the semester and perhaps face unexpected challenges or changes. I will keep you informed and updated about any changes in our course and/or calendar and give you the time, input and support you need to understand those changes and continue your work diligently.

What you can do:

- Let me know if you're struggling with either technical, academic or personal issues that affect your performance in class.
- Feel free to share suggestions and feedback on online delivery.
- Keep your camera on and microphone muted unless you are speaking.
- Be engaging with fellow students attending class through Zoom.
- Review online and Zoom etiquette available on Canvas - Home.
- Follow your progress throughout the semester and reflect on ways to improve.

Prior to our class via Zoom:

- Set up your headsets, camera and microphones and to ensure that they are working properly.
- Be sure that your background is appropriate while sharing video, along with how their image is displayed to the rest of the class. Zoom has a 'change background' function and you can add the background you want.
- Keep your video on so that everyone can see each other and make interactions as if we do in a physical classroom.
- Raise your hand if you want to speak.
- Mute your microphone unless you are speaking.
- Avoid side conversations that will distract you from the ongoing conversation.

COURSE STRUCTURE

- I will be available at least 5 minutes before class online.
- All of the material for this course will be made available in class and online. You will not need to print out materials but you will need to have a notebook to write in during class.
- I recommend that you download the Canvas application for your phone or tablet to easily submit assignments such as video recordings and pictures.

ATTENDANCE

To encourage engaged learning, regular class attendance is required throughout the course. That said, we understand that there are occasionally legitimate reasons for students to miss class. For this reason, you may miss up to three classes throughout the semester without penalty. However, each missed class beyond that will cause a three percent drop in your final course grade. Please note that this drop in the final course grade will NOT be reflected in the final grade you will see in Canvas but in the final course grade in Esther.

Please notify your instructor by email in advance if you need to miss class. Exceptions to the attendance policy can be made for students participating in university-sponsored athletic competitions or trips, provided that the instructor is notified well in advance of these absences.

An excused absence will only be considered if approved by your instructor and: it is a self-certified absence for COVID symptoms, exposure or illness (requires formal request before or within 24 hours), a doctor's note from a local medical professional is provided, evidence of a family emergency is provided, or it is a pre-approved observance of religious holiday.

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero.

- **Students who live four or fewer time zones away, are expected to attend every class synchronously via Zoom.** I will keep an attendance record and will schedule a meeting specifically to address course performance with students with more than 3 unexcused absences.
- All students who are living where the time zone is >4 hrs from the central time zone are expected to either attend class synchronously via Zoom or to work out in advance with the instructor a suitable solution for asynchronous attendance.
- **Punctuality is required.** Students are expected to arrive at class on time. Constant late arrival to the scheduled virtual meetings and/or early departure will negatively affect your performance. Mainly, out of courtesy, avoid this type of interruption.
- **If you miss class**, it is your responsibility to catch up with what was covered that day and should contact a classmate, not the instructor. Handouts and/or slides are uploaded to Canvas at the beginning of each class so you will have access to the material covered in class that day. Any important information will be posted on Canvas Announcements.
- **Make-ups:** Class Calendar will be made available on Canvas. If you know in advance that you will not be able to take an exam, you must make arrangements with your instructor prior to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will only be allowed if you contact the instructor ahead of time.

PARTICIPATION

- Students are expected to be **actively engaged** in the classroom. Please keep your video camera on and microphone muted. Use the [chat, raise hand, unmute, etc.] when you have questions or would like to participate. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss and work out accommodations.
- In this course, students are expected **to work in pairs and groups**. Students should use Zoom breakouts, screen-share software, Google Docs, portable white boards, etc. if they need to view other students' work. Students should discuss with their teammates how to contribute to group work.
- Active engagement is an essential component of the learning process. Participation in online courses includes discussion within online forums and activities during the week in which the class is engaged with

the same content. Students are expected to log into the course, monitor course discussions, and engage as appropriate for the course.

- As college-level students who made a choice to learn a language, you will not be graded with regards to your behavior in class. However, students should be aware that they are expected to come prepared to class in order to engage as an active participant and collaborate to ensure a productive learning environment as described below.

THINGS TO DO

- Be prepared
- **ONLY** use Spanish in class
- Be an active listener
- Participate actively in individual, small group, and/or whole class activities and discussions as much as possible and within the context of online instruction.

THINGS TO AVOID

- Attending class under the influence of substances
- Texting
- Using your phone or computer for things not related to the class
- Sleeping
- Side conversations that will distract you from the ongoing class

Any issues regarding this policy will be addressed individually. **Be reminded,** that any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the **Student Code of Conduct**. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

LEARNING ENVIRONMENT

Our learning environment is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion, and cultural appreciation**: If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor respectfully, courteously, and with dignity. This will enrich your cultural learning experience.

DISCUSSION GUIDELINES

- Respect others' rights to hold opinions and beliefs that differ from your own.
- When you disagree, challenge or criticize the idea, not the person.

- Demonstrate respectful engagement, even when you disagree with what has been posted or said during paired discussions. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Take care when generalizing about groups of people, whether you belong to that group or not. Consider who might feel excluded or devalued when you offer a broad characterization of a group. Do not ask others to speak on behalf of a group you perceive them to represent.
- Keep in mind that we are all still learning and we are bound to make mistakes. Be willing to change your perspective, and make space for others to do the same. Don't freeze yourself or others in time.

COMMUNICATION PLAN

- You can reach me via email at cg49@rice.edu. If you need office hours, please email me to make an appointment. We can meet via Zoom or in person when we return to campus.
- Any important announcement will be posted on the "Announcements" section in Canvas.
- **If a technological problem arises during class,** I will try to reconnect and this could take a couple of minutes. Please be patient. Stay connected at least 10 minutes to give me time to reconnect. If I cannot connect, follow the calendar. Read and review the lesson for that day. Any further instructions will be found under Announcements.
- Feedback on your assignments and course progress will be found in Canvas. More detailed live feedback and clarifications can be provided during office hours appointments.

TECHNOLOGY RESOURCES

- Students must have a working computer with a video camera, speaker and a microphone, and a working internet connection that allows them to be on video. Students should test their equipment before joining class. Undergraduate students should contact the Dean of Undergraduates if they have concerns about meeting this requirement. Graduate students should contact their department.
- ● If your computer/phone has no webcam/microphone, which are needed to complete some assignments, please let the instructor know as soon as possible and contact the Dean of Undergraduates if you need to request support via the Access and Opportunity Portal (HTTPS://AOP.RICE.EDU/APPLICATION), contact your academic department if you are a graduate student, or request to borrow one from the Digital Media Commons.

PRIVACY AND CONFIDENTIALITY

In line with FERPA REQUIREMENTS, recorded classroom discussions involving students will be available only to students officially registered and enrolled in SPAN 322. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

GRADE DISTRIBUTION

SPEAKING AND LISTENING ABILITIES	**55%**
Interactional ➔ Conversations (4) ➔ Role Plays (2) ➔ Language in Context Project **Presentational** ➔ Presentations	 10% 15% 15% 15%
READING AND WRITING ABILITIES	**45%**
➔ Essays (2) ➔ Homework ➔ Mastery Quizzes (completion)	20% 20% 5 %
Total:	**100%**

GRADING SCALE

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than a 60 constitutes an F.

FINAL GRADE POLICY

Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, that is on the last instruction day, **there is no further assignment or meeting intended to boost or change the grade**. Follow your grades and performance during the semester and verify your Canvas before the last week of class.

EXPLANATION OF COURSE REQUIREMENTS

- **Conversations:** To assess conversational/interactional speaking skills, you will be required to have conversations with advanced or native speakers. Additional information will be provided later.

- **Role-plays:** This activity is an exercise that will involve your expression, interpretation, and negotiation of meaning with a peer. Additional information will be provided during the semester.

- **Language in Context Project**: To practice the language outside of the classroom, students will participate in the creation of a video/documentary about a cultural or social topic to be completed in groups. Your topic has to be approved by your professor. Additional information will be provided later.

- **Presentations:** By the end of the semester, you will be asked to do a final presentation with a partner. Additional information will be provided later.

- **Essays:** You will write **2** essays.
    - This assignment is bound by the Honor Code.
    - You may **NOT** seek help from Language Consultants or anyone else.
    - You cannot work with another student on this project. This is an individual project.
    - You may not submit an essay already submitted in another class for a grade. This constitutes a violation of the Academic Honesty Policy.
    - The essays must be your own original creation.
    - You can use online dictionaries but **NOT** translation tools, spell checkers, apps, or software.
    - **IMPORTANT:** It is strictly prohibited for students to consult with any other person or to use Google Translate (or any translation program) while writing either the first version of an essay or revising the second. Your work must be yours alone.

- **Homework:** Your homework assignments will vary throughout the semester and may include:
    - Textbook exercises
    - PDF exercises uploaded to Assignments on Canvas
    - Writing on discussion boards
    - Working with media files: audio, movies, short clips, etc.
    - Reading and analysis of texts

- **Mastery Quizzes:** There are a regular of mastery quizzes throughout the semester to check on your learning. You have unlimited attempts to earn a 100%. You will be unable to move to the next module until you have earned 100%. The mastery quizzes will test vocabulary and grammar structures.

POLICIES

LATE WORK POLICY

All work turned in late will automatically get 10% deducted for each day late, with 50% being the lowest grade. If the assignment is turned in on the right day but at a later time than assigned, 10 % will be deducted. This includes conversation reflections, cultural event reflections, essays, homework and presentation components. Homework that is not turned in will receive a 0.

HONOR CODE

All work is bound by the Honor Code. Role-plays and Essays are under the Honor Code and must be each student's own work. Students may not copy someone else's work, information on the Internet, or have someone else write or review their compositions for them. All sources in written work and presentations must be properly acknowledged. The provisions of the Honor Code will be strictly enforced. Students may consult with classmates, friends, the instructor and/or tutor for projects and homework.

INCLUSIVITY STATEMENT

In our classes, you will be asked to speak and write regularly about yourself and your family and friends. We respect that our students have diverse identities, relationships, and family backgrounds, and we are committed to honoring these without assumptions or judgment. Because Spanish is a language that marks grammatical gender and number, and because our courses include assessments of your grammatical competence, we invite you to dialogue with us on the appropriate gender and number markings for you and those you write about so that we may give you feedback accordingly.

CAMPUS RESOURCES

If you experience difficulties in this course, do not hesitate to consult me. There are resources on campus that can support you in your efforts to meet course requirements and overall, a healthy and productive semester. If I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Mental Health[2]: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the **Wellbeing and Counselling Center** (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

Center for Career Development: Offers programs, services and resources to guide you in pursuing your career goals. We equip you with the skills and confidence needed to discover your interests and navigate your career journey from college to graduation, and throughout your life.

Language Consultants: The Rice CLIC offers language consultants free of charge to all language students. You can use this resource as you see fit but keep in the mind the Honor Code limitations.

Disability Support Services: Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first week of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) contact me to discuss your accommodation needs.

Title IX Responsible Employee Notification

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, **I am required** by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleixrice.edu, or email titleixsupport@rice.edu.

Emergency Phone Number: In case of an on-campus emergency call Rice Police: 713-348-6000